

## COGNITIVE ASPECTS OF VERBS IN ENGLISH AND RUSSIAN LANGUAGES

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### ABSTRACT:

In this article, we analyze verb lexemes in English and Russian from a cognitive, semantic-cognitive point of view in linguistics. There are given some examples are related to the cognitive analyse.

**Keywords:** cognitive, linguistic, verb, feature, concept, marked, stereotype, lexical, complex.

### Аннотация:

В данной статье мы анализируем глагольные лексемы в английском и русском языках с когнитивной, семантико-когнитивной точки зрения в языкознании. Приведены некоторые примеры, относящиеся к когнитивному анализу.

**Ключевые слова:** когнитивный, лингвистический, глагол, признак, концепт, маркированный, стереотип, лексический, сложный.

### INTRODUCTION:

In a literal translation into Russian, "cognition" (lat. cognitio means "knowledge". Psychologists were the first to use this term, calling cognitive psychology a theory, alternative to behaviorism - which dominated the first half of the twentieth century. trend in American psychology. Behaviorism is based on the idea of psychology as a science that deals with external reactions to stimuli and external human behavior and does not analyze mental activity, activity of consciousness. Cognitive science is an interdisciplinary science that

develops a unified scientific program for the study of processes regulating knowledge. It includes a complex of individual scientific disciplines, each of which has its own object, subject and research methods. Combining humanitarian and natural sciences (cognitive psychology, linguistics, anthropology, neurophysiology and neuropsychology, modeling of artificial intelligence), cognitive science deals with the human mind and thinking and those mental processes that are with them connected. So, at the center of cognitive science is cognition - a set of conscious and unconscious mental actions, associated with the receipt of information, its processing, retrieval from memory, the formation of concepts and images, with the ability to rationally solve problems.

The history of cognitive linguistics, the development of its problems, the formation of the terminological apparatus are described in sufficient detail in the scientific literature. (Кубрякова, 1994, 1997; Болдырев, 2000; Рахилина, 2001; Ченки, 2002; Маслова, 2004; etc.).

The independence of any science is determined not so much by its terminology, how much the specifics of the methodology. In linguistics, the cognitive approach arose as opposed to the structural one. Cognitive linguistics considers language as a means organization, processing and transmission of information. Naturally, it is impossible to imagine without the subject of knowledge - the speaker, the linguistic personality.

The methodology of cognitive linguistics is characterized by the following traits:

- 1) Openness (involving the methods of other humanities and natural sciences to identify the universal principles underlying human cognitive abilities);
- 2) Explanatory nature (avoidance of formalized models, the desire not to describe linguistic facts, but to give them Explanation);
- 3) Attention to linguistic intuition (introspection), linguistic substantiation of psychological processes;
- 4) Taking into account the role of a person as a subject of cognitive activity in the process of understanding the world.

By emphasizing the value element of the content plan consider cognitive and linguocultural concepts (Karasik, Slyshkin, 2001). Linguistic and cultural concepts differ from cognitive ones in the presence of a value attitude, formed in a particular culture. Such concepts have national-cultural marking and are included in the concept sphere of the national language. An example of linguoculturological study of concepts is the fundamental the work of Yu. S. Stepanov "Constants. Dictionary of Russian Culture" (2001). Description of a number of concepts (for example, spirit, soul, freedom, will, melancholy, daring, humility, etc.) is presented in the work of A. D. Shmelev "Linguistic model of the world" (2002)

Today, the study of linguocultural concepts is just beginning, for example, published works devoted to the national specifics of such linguistic and cultural concepts as "love" (Vorkachev, 1995), "indifference" (Vorkachev, 1997), "happiness" (Vorkachev, 2004), "envy" (Ermakova, 2000), "laziness" (Levontina, 1999), "labor" (Savenkova, 2003), "bread" (Sinyachkin, 2002), "tolerance" (Sternin, Shilihina, 2001), and other social, emotional, moral concepts.

The list of cultural concepts is given by V.I. Karasik (2000, 150-151). He distinguishes three types of concepts: ethnocultural (i.e.

relevant for the ethnoculture as a whole, for example, the Russian concept "generosity" or American cultural concepts "self", "privacy", "challenge"), sociocultural (that is, existing for a particular group within a given linguistic culture, for example, the English concept of "dignity", denoting dignity, seriousness, self-control, awareness of one's importance and other features behavior characteristic of aristocrats) and individual cultural ("eccentric" in the artistic picture of the world of M. Gorky) (Karasik, 2000, 140).

From a thematic point of view, concepts are included in various concept spheres. So, emotional concepts are distinguished (love, joy, surprise, etc.), religious concepts (God, holiness, sin), social concepts (tolerance, privacy, freedom, war), moral concepts (lie, conscience, truth, good), etc. The term "concept" is used as a base in relation to all the types of knowledge structures listed above, represented in the language.

Thus, a concept is a mental structure, which is the result of a person processing information, reflecting in a generalized form his knowledge and experience and also represented by means of language.

An analysis of the cognitive scenarios of the studied verbs makes it possible to identify the principles of a polite, respectful, respectful attitude towards the interlocutor that have developed in the language community, cultural values developed over many centuries and canonized in good manners. Etiquette-marked verbs are often polypropitve, which is due to the specifics of the etiquette situation, which consists of a certain sequence of actions.

For example, the verb to welcome is 'to address someone at the meeting with a greeting' combines the meaning of speech treatment (in the dictionary definition, a representative of the categorical-lexical seme is a marker to address), contact (represented component at a meeting) and the external

manifestation of the relationship (greeting - 'address at a meeting, expressing friendliness, benevolence'). In the verb to bow - 'to bend your head or body forward, especially as away of showing someone respect or expressing thanks to people who have watched you perform.

The analysis of the semantics of such verbs with the identification of cognitive scenarios makes it possible to reconstruct the etiquette stereotypes embodied in the language. Looking at the verbs denoting different types of etiquette situations, we see that knowledge about stereotypical, repetitive situations (situations of greeting, expression of gratitude, etc.) is encoded in the lexical meanings of social verbs. Analysis of social verbs indicates that the most significant and complex in terms of internal organization are scenarios of behavior, victories and defeats, achievement of the goal, opposition, professional and labor activity, coercion, persuasion, assistance, management. For example, a cognitive help script consists of the following scenes:

- 1) The object is in a difficult position (moral or material) and needs support;
- 2) The subject has the necessary means to help object;
- 3) The subject takes some action, makes efforts to help the object.

In cognitive scenarios of social verbs, not only a sequence of actions, a "motor program", but also the social roles of participants, the specifics of their social interaction. So, in the verbs of help, the subject has a higher social status or financial situation, due to which is able to assist the object. In addition, significant for cognitive scenarios of social verbs turns out to be a modal-pragmatic component, that is, assessment of the situation by the speaker from the position of compliance or non-compliance with social norms. For example, the verbs presented above, describing situations of violation of the norms of etiquette,

contain components of a negative assessment, recorded in explanatory dictionaries or in the form of emotional-evaluative marks.

Verbs of behavior belong to the periphery of actional verbs, since they denote not so much the concretely observed action, how much "interpretation of a constant process (to be capricious, to be hypocritical, to cheat, to be cunning, to deceive, etc.)" (Zolotova, 1998, 61-62). We should talk about the border status of these verbs: denoting the interpretation and evaluation of the event, they approach verbs of state. So, T. A. Kildebekova on the basis of the grammatical sign of intransitivity, includes behavior verbs in the class of non-actional state verbs (Kildebekova, 1985, 60).

English placement verbs are marked with a large the number of grammatical meanings. English verbs to put and to set co meaning "bring to a certain state" serve to causate a new object states: to put to sleep - to put to sleep, to set laughing - to make you laugh. This meaning may be related to the possibility of implementation by verbs modal meaning.

In cognition, such as cognitive linguistics and linguoculturology the emergence of interdisciplinary fields is traditional for scholars many unresolved issues in linguistics have been achieved so far made it possible to reconsider on the basis of achievements. In conclusion of this work, we can conclude that the verbs associated with the concept of emotional impact can have different emotional connotations of meanings, as well as combine both positive and negative connotations depending on the context, which is the result of the collision of the meaning of words with personal and general cultural experience.

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